DOCUMENT RESUME

ED 326 700 CE 056 534

TITLE	Face to Face. Knowsley Counselling and Guidance Network.
INSTITUTION	Further Education Unit, London (England).
REPORT NO	ISBN-1-85338-200-0
PUB DATE	90
NOTE	42p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Agency Cooperation; *Coordination; *Education Work Relationship; Foreign Countries; *Guidance; *Guidance Programs; *Networks; Postsecondary Education; Secondary Education; Vocational Education; Young Adults
IDENTIFIERS	*United Kingdom

ABSTRACT

A project was established in the Metropolitan Borough of Knowsley, England, to test the concept of the networking of guidance agencies to serve young people in the transition from school to work. During the first of four phases of the project, tangible evidence of the network appeared in the form of a conference and a benefits booklet. During the second phase, project newsletters were published, an interagency counseling course was offered, and a management committee was formed and then restructured. The third phase was marked by the reformation of the management committee, publication of more newsletters, and more publicity activities. The final phase saw the development of an updated directory of helping agencies and a summative evaluation. Project outcomes included two residential training weekends, publication of six newsletters, establishment of a directory of guidance agencies, and support of eight interagency projects. Significant parallels were found between the concept of a guidance network propounded by the Unit for the Development of Adult Continuing Education and that promoted by the Knowsley project. (YLB)

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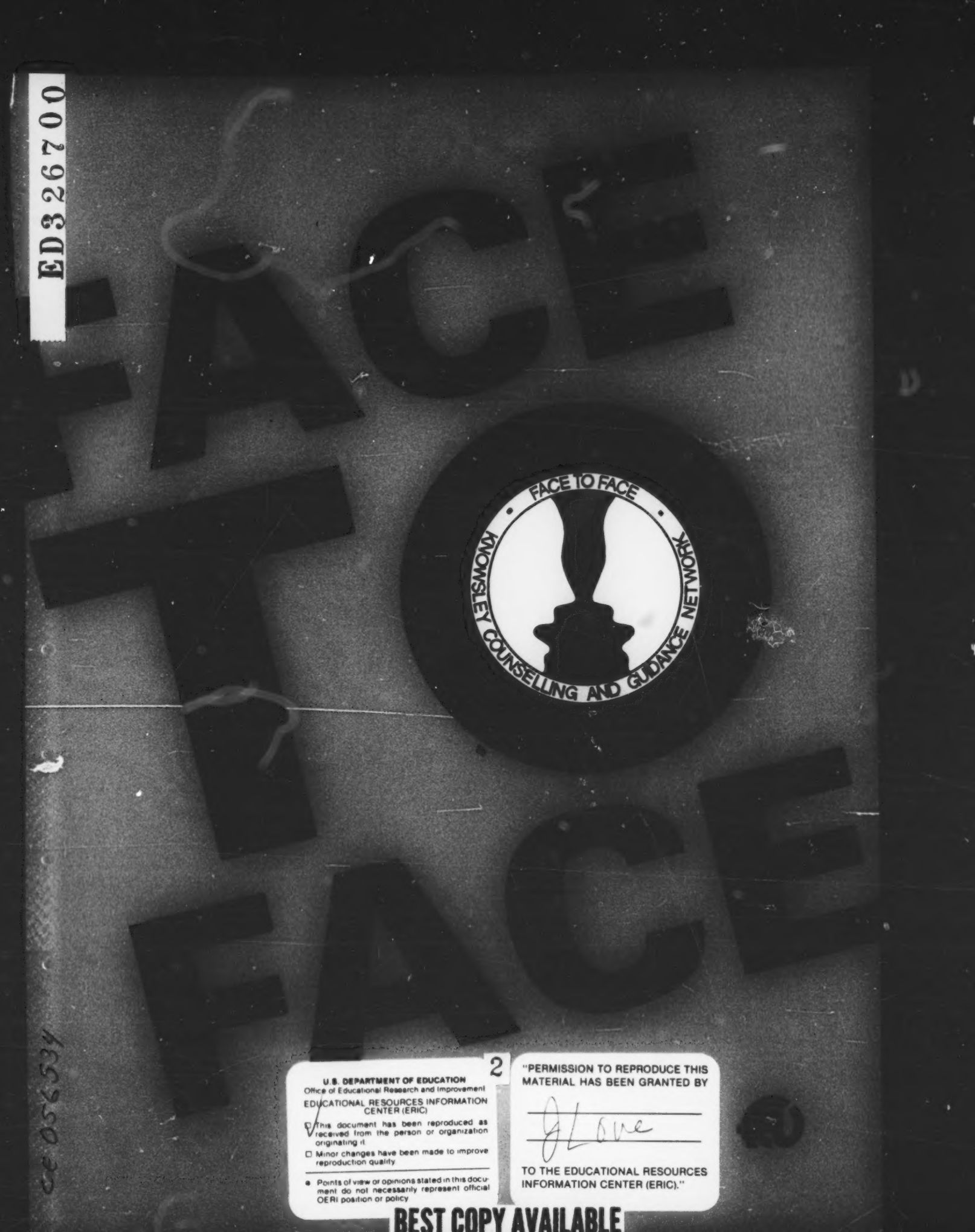

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FACE TO FACE

ISBN 1 85338 200 0

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RP329

Printed in England by
JEC Potter & Son Ltd, Stamford, Lincs.

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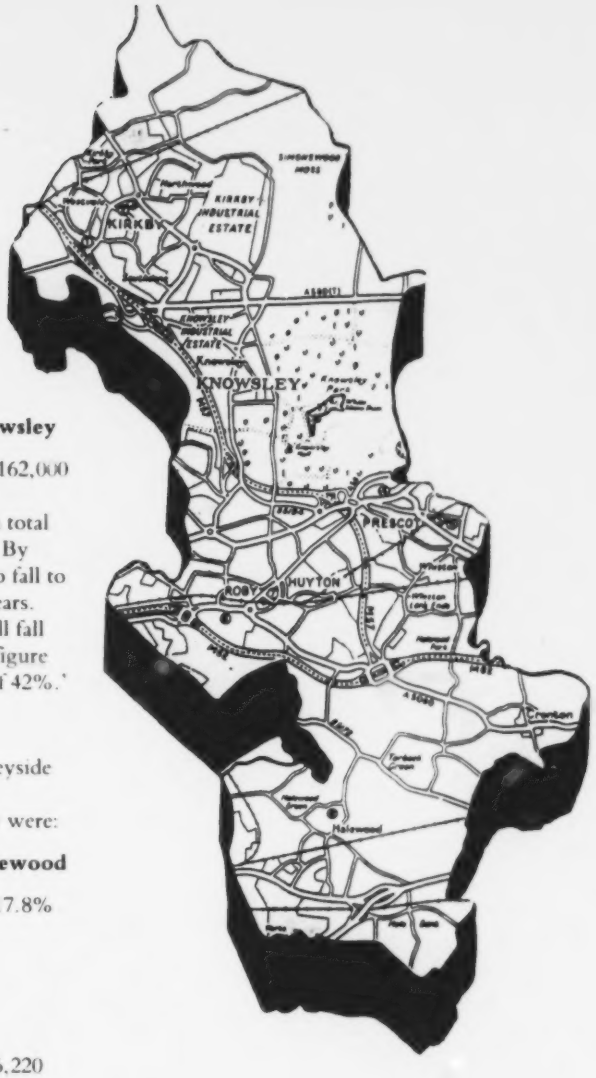
FEU has always stressed the importance of guidance as an essential part of the support for learners, and will continue to draw attention to the need for guidance at a time when it must compete for resources alongside other services. The providers of guidance can do this successfully when they are able to demonstrate that it is a central, not a peripheral, service and that it is cost-effective in assisting with the quality assurance of learning provision. They will also wish to ensure that the guidance service is comprehensive and so will encourage interagency co-operation.

Much FEU work in the field of guidance has been influenced by *Tutoring* (1982) and *Towards a Personal Guidance Base* (1983). *Tutoring* described the techniques involved in tutoring, elaborated on the components of guidance, and suggested that they constitute a generic helping activity which aims to promote self-reliance. *Towards a Personal Guidance Base* (*PGB*) defined guidance as a process by which people are helped to take responsibility for their lives and which is provided through collaboration of relevant agencies.

During the last seven years there has been considerable interest in establishing guidance systems in colleges, but much less in testing some of the other ideas in *PGB*. This report summarises some of the main findings from an FEU research project in Knowsley (RP329) which started from the concept of personal guidance bases and went on to develop interagency collaboration for the purpose of providing a supportive infrastructure across the borough for clients with a wide range of ages and personal circumstances. The project was directed by David Morgan, the senior adviser for 16–19 education in Knowsley, over a period of two years.

The project findings are as revealing about strategies for interagency working and the management of networks as they are about the provision of guidance. Thus, in addition to managers and practitioners involved directly with providing guidance through the education service, careers service, youth service and elsewhere, this report will also be of interest to everyone attempting to develop and maintain networks and interagency working in a variety of contexts.

Stuart McCoy
Development Officer
Further Education Unit



Metropolitan Borough of Knowsley

'Within Knowsley, a borough of 162,000 people, the total age range in the comprehensive schools achieved a total roll of 10,807 in September 1986. By September 1992 this is expected to fall to 8222, a 24% reduction over six years. The school leaving population will fall from 2658 in 1986 to a projected figure of 1535 by 1993/94, a reduction of 42%.'

The rate of unemployed on Merseyside in August 1987 was 19.7%. The unemployment rates in Knowsley were:

Kirkby	Huyton/Prescot	Halewood
24.4%	19.2%	17.8%

a borough average of 20.5%.

- Unemployed on 10 December 1987 — 16,220
- Vacancies at Jobcentres on 4 December 1987 — 261

Destination of school-leavers 1987

- Full-time education — 32%
- Full-time employment — 7.5%
- YTS — 41.5%
- Others — 17%

Extracts from Knowsley LEA's WRNAFE Development Plan 1988/91

SEPARATE AND DIVERSE?

"No-one would pretend that Knowsley Metropolitan Borough is an easy place to grow up in. What it lacks in employment opportunities can never be fully compensated by the degree of concern and care that characterises Knowsley folk.
Even so support is available to individuals and groups through a wide range of formal and informal agencies. The geography and history of Knowsley with its separate and diverse traditions has limited the degree of sharing and co-operation between these providers across the Borough.

The FACE TO FACE project aims to create opportunities for the sharing of resources and information between support agencies using the Education Services contribution as a core. By so doing it is hoped to develop an accepted ethos of support and guidance which will contribute to the maximum use of opportunities available for education, training and employment.

DAVID MORGAN
PROJECT DIRECTOR

GUIDANCE IN KNOWSLEY

As part of the response to the Merseyside riots in 1982, Knowsley Local Education Authority (LEA) established a curriculum and staff development unit to promote curricular initiatives across the borough's schools and colleges. A key feature was that the core team represented a wide range of agencies. At a counselling training summer school held in 1984 the idea of a Knowsley Guidance Network was discussed by representatives of five service areas of the Education Department: Careers, Youth, Adult, Further Education and Schools. How far a network could extend and how many support agencies it could embrace was hypothetical at that point. It appeared important too that those within the Education Department should be seen to co-operate. It was apparent that many other external agencies saw themselves with different roles, offering different and alternative forms of support, and even thought of themselves in opposition to each other.

CO-OPERATION — A THREAT TO AUTONOMY?

It was not until mid-1985 that the idea of a network progressed to the point where the LEA applied to FEU for financial support. Initial meetings held in Knowsley appeared supportive, despite the difficulties of clearly being able to identify the benefits of the network which might not endanger the autonomy of agencies. Initial proposals for a network included:

- appraisal of school-based careers education and guidance at 14+;
- development of a coherent guidance strategy post-16;
- development of better links with other agencies outside the Department, including Social Services, Probation, Housing and Health;
- identification of common practices between helping agencies;
- consideration of the 14-19 curriculum as a continuum;
- involvement of other agencies such as the then Manpower Services Commission (MSC) (now the Training Agency), Probation Service, Unemployment Advice Centres.

Funding to establish the proposed network was eventually approved for the year commencing January 1986. The rationale was to test the feasibility of an interagency approach to guidance by encouraging communication between providers of advice, support and counselling, by creating joint training events and projects which would foster interagency skills and co-operation, and to improve the opportunities for progression and continuity as individuals left school and began to make use of the extensive range of services and agencies existing in Knowsley. It was hoped that the formalisation of links between agencies would contribute to the quality, effectiveness and professionalism of their services.

Three levels of potential participation in the network were identified:

- **The core**: This would comprise those services directly managed from the Education Department, such as Youth Service, Careers Service, Educational Welfare, Further Education, Schools and Youth and Adult Training Schemes.
- **An outer layer**: This would comprise services not controlled by the Education Department but with which it had regular contact, such as Knowsley Alternatives to Custody, Social Services, Leisure Services, and Community Programme.
- **Wider elements**: This would comprise elements of community support which often share guidance objectives but which are informal or alternative to the core or outer layer and which may even be in conflict with them, for example centres for the unemployed, social clubs, and community centres.

Given the financial support from FEU, specific outcomes through which the network ideal would be promoted were identified. These included:

- publication of a counselling and guidance newsletter;
- mounting of interagency training courses;
- funding of small interagency projects;
- production of a directory of helping agencies in Knowsley.

Towards a Personal Guidance Base (FEU, 1983) (*PGB*) was published in March 1983. It appeared as part of a response to the effects of large-scale youth unemployment on the further education system. The Youth Opportunities Programme, being part of the further education provision for the young unemployed, generated evidence of the mismatch between the wants and needs of young people and course provision.

SAFETY NET

The key to delivering an effective and relevant curriculum to young people was seen to lie in the quality of the guidance and support processes available through this period of transition from school to adult life. *PGB* promoted the vision of a unified and co-ordinated guidance system organised around one central base. The rationale for a personal guidance base, 'a rock of support in a sea of turmoil', was expressed thus:

> 'The variety of the guidance agencies and other sources of help which at present might be available to young people could in principle enrich the scale and variety of resources on which they can draw. Alternatively, it could be a source of confusion, of duplication, and of imperialist wars between professional groups seeking to protect and enlarge their professional territories; from all of these the young person is likely, at least in the short term, to be the main sufferer. There has accordingly been concern to harmonise the structures of guidance, and to ensure that young people who need help do not "fall through the net".' (page 4, paragraph 1.12)

PGB suggested three relevant dimensions of guidance: vocational, educational and personal. It attributed specialist responsibility in the vocational field to the Careers Service and debated the claims made on behalf of further education as a specialist in educational guidance, concluding that this was a role that might have to be earned. Guidance generally was not the monopoly of such statutory providers.

> 'Each of these areas of guidance and support is likely to be provided by a variety of people,including family and friends, people within day-to-day contact with young people within particular schemes, and people with specialist guidance responsibilities.' (page 4, paragraph 1.10)

This notion of a web or matrix of supporting individuals and organisations informed the concept of the Knowsley Network. The network envisaged was seen as a communications net through which all helping agencies could 'keep in touch, share information and approaches, work together on shared tasks, and generally support each other' whether or not they were working with the same client groups. (page 48, paragraph 6.20)

DEFINING GUIDANCE

PGB may have done more to promote the 'network' concept than the 'one-base' concept (the anchor point to which an individual could return during and between education, training and employment). However, the acceptability of both ideas depended on a critical clarification of the guidance process. A

broad, usable definition embracing the wide range of perspectives and styles had been put forward by John Miller in *Tutoring* (FEU, 1982). His model of guidance as a process in support of client autonomy, which embraces a variety of activities including teaching, counselling, taking action, assessment, advising and acting as advocate, was sufficiently broad to encompass a wide range of values held by practitioners in the often competing fields of formal and informal education, training and counselling.

ADULT COUNSELLING

The fusion of the two concepts was particularly marked in *Helping Adults to Learn*, published as a consultative document by the Unit for the Development of Adult Continuing Education (UDACE) in 1985. UDACE translated models springing from the experience of youth unemployment to one which was relevant to the situation of permanent unemployment of over three million adults, and which recognised that traditional employment structures had changed for ever. UDACE described the concept of an educational guidance network as 'that combination of agencies and individuals which provides guidance for adults seeking educational training in an area' (page 4, paragraph 2.1.1.) and suggested further the need for a local guidance unit to co-ordinate such a network effectively. The responses to the consultative document resulted in *The Challenge of Change* (1986). Subtitled 'Developing Educational Guidance for Adults', this UDACE report reiterated the need for guidance to ease the dislocation experienced by many in and out of work, education and training. Its aim was to enhance the prospects of those affected, in finding the right opportunities and making the most effective use of the provision.

Among its proposals, UDACE suggested 'the creation of formal elaborative networks, which would enable all agencies ("the partners") to contribute their own skills and knowledge to the service without interfering with their legitimately different interests and policies' (page 10). It was suggested that LEAs might fund local education guidance units to support such networks (at an estimated cost of between £40,000 and £80,000 per authority), and that central government should establish a national unit for educational guidance in support of the local units.

My initial expectations were clouded by my doubts about whether reality could match the rhetoric. In practice, the Network's strongest point was in the development of interagency links. It helped to be able to put a face to a phone number. No previous initiative had recognised the needs of face-to-face workers. The training events were a particularly useful way of getting people to understand each other. I felt that people had genuinely approached the Network with enthusiasm and commitment. It has left a valuable legacy.

Maureen Craig
Co-ordinator Women's Support Group
Knowsley Youth Service

GUIDANCE INITIATIVES

The period 1983-88 witnessed a considerable interest in the contribution of 'guidance' to the resolution of a number of educational and vocational problems. Effective guidance is seen as a prerequisite for the success of a range of initiatives related to the modernisation of the education and training systems including:

- the Technical and Vocational Education Initiative (TVEI);
- the Certificate of Pre-Vocational Education (CPVE);
- the DES REPLAN programme for unemployed adults;
- the Restart programme of vocational guidance for unemployed adults;
- the Youth Training Scheme (YTS) and Employment Training (ET).

Related staff and curriculum development initiatives have been promoted by both the Manpower Services Commission (now the Training Agency) and the DES, and bodies such as FEU, National Institute for Careers Education and Guidance, Career Research and Advisory Council, National Institute of Adult and Continuing Education and the Educational Counselling and Credit Transfer Information Service.

CONFUSION

Such developments have not been centrally co-ordinated. Indeed, the confusion of initiatives and acronyms underlined the urgency for a co-operative interagency approach. From being a peripheral adjunct to the 'serious' business of education and training, guidance has had a central role accorded to it, with a commensurate increase in pressure on the providing agencies (not least the Careers Service) to deliver a range of outcomes often related to numbers in particular forms of education or training, rather than in the delivery of a client-centred service.

The enhanced expectations have not necessarily been realistic. Central directives have not always been matched by a sympathetic approach locally. There remains also a confusing mismatch between the significance attached to guidance provision by the Training Agency in its TVEI Programmes and the DES in its announcements to date on a proposed National Curriculum. There is an inherent tension between the desire for a broad, general education which avoids early specialisation and aims to engage young people in full-time education to 18, and an initiative which wishes to promote vocational and technical orientation from the age of 14. This does not seem likely to be resolved easily — neither is the dilemma of guidance agencies who have a need to demonstrate the efficacy of their employment and training support programmes in terms of occupied places and reduction in the unemployment register.

CO-OPERATION

The government recognised the necessity for interagency co-operation at the highest level in the joint publication (by the Department of Employment and the DES) of the Consultative

Document *Working Together for a Better Future* (1987). In effect, this extols the virtue of both guidance and co-operation and contains a challenge to LEAs to identify current practices at school, college and authority level. The Training Agency has further identified the potential conflict between the provision of a 14-18 continuum of full-time education through TVEI, and its other major initiative (and, in resource terms, by far the larger), YTS, which is in direct competition at its mid-point. The Training Agency is addressing the issue of 'coherence' in the education and training package available to the whole age range, an issue which will certainly force the profile of guidance even higher.

The network project provided me with an opportunity to obtain some counselling training. This gave me practical and philosophical perspectives that I was not fully aware of previously, but the clearest bonus was that it was conducted in a multiagency format. This is particularly significant to me and to the Education Welfare Service generally since we are a referral agency and need to be in touch with a wide range of other agencies on an ongoing basis. I have certainly encouraged my team to attend similar training courses organised on these lines and there is a general recognition that they are of importance to us in our work.

Jenny Jablonski
Principal Education Welfare Officer
Metropolitan Borough of Knowsley

Towards a Personal Guidance Base suggested the necessity for a 'base' which could offer continuity of support for young people in the transition from school to working life. It offered four models for guidance provision which varied according to location and range of agencies involved. Simply expressed, these are:

- Single Agency — single location
- Single Agency — multi location
- Multi Agency — single location
- Multi Agency — multi location

The Knowsley project was expressly concerned with the fourth model. It did not limit itself to the original target group of unqualified school-leavers, being concerned with young people prior to leaving school, full-time students in sixth forms and further education colleges, and adults seeking guidance in a wide range of formal and informal settings in the community.

VOLUNTARY PARTNERSHIP

The Knowsley model was less preoccupied with the concept of a guidance 'base', and more with the enhancement of guidance for continuity and progression through a variety of services, each with unique characteristics. It did not claim ownership of overall management or co-ordination of such services, since they were characteristically independent and operated with specific briefs. The model was concerned with the development of voluntary partnerships based on a pragmatic realisation that neither isolation nor competition is ultimately in the best interests of those seeking support and guidance, nor of those providing the service. There is no attempt to identify or ascribe specific responsibilities to further education, to the Careers Service, or to the Youth Service, although each is identified as a contributor to the partnership.

COLLEGE SUPPORT

The FEU personal guidance base model posits a specific role for further education at the centre of a guidance network. An FEU research project conducted by Cassio College, Watford (RP329a) highlighted some of the issues and difficulties of establishing an interdepartmental guidance base within a college context. Both Knowsley colleges raised the profile of guidance through formal and informal mechanisms during the RP329 project. Systems were developed at the Central Tertiary College on its formation in 1984 which demonstrate a major commitment to an integrated college-wide system of support for students. Kirkby College of Further Education, from its more traditional base with a departmental structure, succeeded in raising the profile and status of student guidance and counselling through reallocation of resources. Both colleges have persisted in developing links with neighbouring schools, whether viewed as 'feeder' schools or those outside their immediate catchment areas. This demonstrated a conscious attempt to smooth the path from school to further education and this work is continuing in a variety of ways. The Central Tertiary College has the benefit of a

careers officer located on site, which attracts a number of school-leavers. Both Colleges have the service of careers officers devoting specific time to the guidance of adults on site.

PROBLEMS OF OWNERSHIP

Towards a Personal Guidance Base addresses a range of political and managerial issues, particularly in Section 6 'Reflections on the Processes of a Change' in which a number of obstacles and barriers to development are anticipated and defined. That section identified a problem in defining ownership in a concept as nebulous as a 'network'. A project which has been planned and conceived from within the local authority sector can create reactions of fear and mistrust. It can be seen as a threat or as a suggestion that things need improving. People working under pressure on the ground are not easily impressed by suggestions from outside that their performance might be improved. However, fieldworkers have realistic views of their performance and, given the opportunity, can define a range of situations and activities that can improve the service they offer. Until activities are generated which allowed this process of identification to happen, there is suspicion from many workers. The concept of networking on a local geographical basis or among a known set of acquaintances is accepted by fieldworkers and it is recognised that isolation leads to reduction in service. Isolation also contributes to pressure on individual workers.

The notion of a 'network project' may be owned by a management committee but, in effect, the network can only exist on the ground, not in committee. It can only function if practitioners deem it to be useful. There is a potential gap between formal management of a committee and the largely informal relationships which make a network work in the field. Management committees can be seen as bureaucratic and reflecting a desire to control, to slow down response, and to deny ownership to fieldworkers. The Knowsley network project, in seeking to promote its image initially, not only established a set of expectations but also created a set of fears. Neither of these could be usefully addressed in the short term and it was openly admitted at early meetings that many questions about the direction and organisation of the network could only be addressed as it developed.

LOW PROFILE

The Knowsley Network style has been informal, loose, non-hierarchical and not tied to status or vested interests. Its programmes have allowed participants to retain their professional identify and have attempted to be relevant to needs defined by workers. Section 6 of *Towards a Personal Guidance Base* suggests that 'coping with change is a big problem for a single agency ... where each agency is engaged not only in coping with its own response to change but also in working across its boundaries with other agencies, the problems multiply' (page 47, para 6.15).

The project offered a low profile for its first twelve months in an attempt not to cause antagonism or defensiveness.

Co-ordinating loose forms of organisation can be uncomfortable with fluid membership and flexible activities. Time needs to be

invested before relationships gell, and one-off events for specific purposes may attract larger attendances initially without enhancing the long-term prospects for co-operation. 'The network can be so loose that it is not even visible.' This is certainly a characteristic of many aspects of network project support in Knowsley where people have attended events and benefited from projects without necessarily realising that the network project was underpinning the provision.

Knowsley thrives on its informality. The network co-ordinator had good informal links with a wide range of agencies. A pool of professionals developed who felt they knew each other personally and respected each other's work and professionalism. Out of this came a greater respect for each other's professional roles and enhanced confidence in referrals to named individuals in other organisations. This pool of individuals continues to exist and grow. It represents a group from whom a positive response can be relied on whenever an interagency event is proposed.

In some ways the information system which the network relied on was not sufficiently sophisticated and perhaps many people from a range of agencies were not drawn into the network and should have been. This is not to complain about the work that was undertaken but to point out that a lot more needed to be done.

Con Harty
Principal Careers Officer
Metropolitan Borough of Knowsley

PHASE I: JANUARY TO JULY 1986

In retrospect, the project can be seen to have developed in four distinct phases, the first being from January to July 1986.

In November 1985 a meeting of interested parties was convened at Knowsley Teachers' Centre. This meeting illustrated some of the practical problems of trying to promote a co-operative model to a range of representatives from a number of agencies. Whilst many expressed support, their staff were suspicious of 'empire building', others feared centralisation, and some felt that their own professional skills and expertise were being questioned. It was not possible to answer everything, but the meeting ended with a promise that fuller answers would be forthcoming as the network developed.

From January 1986, the Adult Basic Education (ABE) Organiser for Kirkby was appointed to co-ordinate the network project, with eight hours of her teaching timetable remitted. The Senior Adviser for 16-19 Education was acting on behalf of the Borough Education Officer as Project Director. A base was established at Centre 70, the home of ABE in Kirkby. This created a useful starting-point as it was a well-known venue with a reputation for community-based support and guidance for young people and adults through a youth club, MSC preparatory courses, literacy and numeracy provision and a Community Education and Restart programme.

A management group was established comprising the Principal Education Welfare Officer, Principal Careers Officer, Youth/ Adult Adviser and a consultant from Liverpool Polytechnic who was contracted to evaluate the project in its first year. It was intended that this group would meet monthly.

The period January to July was characterised by a number of false starts and uncertainties. Some initial problems were the identification of a suitable logo and the nature of the initial publicity. There was uncertainty in the field as to whether the network was itself a counselling service to which clients could be referred. By the end of the first three months, tangible evidence of the network existed in the form of two activities: a sixth-form conference and a benefits booklet.

Considerable time was invested by a number of parties to produce a benefits booklet which would demystify current regulations affecting grants and benefits for those wishing to study. This interagency group produced case studies to test the effectiveness of the information that had been collated and these were tried out on a group of volunteer careers teachers in June. The exercise was a significant piece of in-service training, but the teachers requested considerable alterations in the format and content of the booklet which had been produced by the working group. Over the first six months, the project moved forward very hesitantly, anxious not to raise expectations it could not meet nor tread on anyone's toes. The Co-ordinator and Director both became aware of the range of skills that would need to be developed to deliver the project effectively, and were also increasingly conscious of the new roles that they were having to

adopt in order to do so. However, by the time the summer break came, there was a considerable amount of activity in the pipeline.

PHASE II: SEPTEMBER TO DECEMBER 1986

Activities which were being planned in June and July came to fruition after the summer break. The first Project Newsletter, *Face to Face*, was printed and distributed in late September. Its publication highlighted the amount of positive activity that was taking place in the borough and contributing in some way to aspirations of the network. 800 copies were distributed within and beyond the borough. The experience of planning and producing an eight-page, A3 newsheet was daunting, and production of newsletters was to become a significant time-consuming activity for the rest of the project.

An ad hoc guidance working group was convened at FEU to offer support to the Knowsley project and to share experiences. This met for the first time in September 1986 and proved very reassuring and positive. A complementary project was being undertaken at Cassio College, Watford, looking at a college-based guidance network and members of the college visited Knowsley in October to see development in the borough.

Before the summer break, plans were laid for an interagency counselling course. The course consisted of a Saturday meeting at Knowsley Central Tertiary College, followed by a weekend in residence at St Annes. Twenty-one individuals (excluding the organisers) from a number of agencies attended. Demand for this course was high and the post-course evaluations suggested that it was considered to be useful in breaking down professional barriers, emphasising the need for co-operation and referral, and giving an appreciation of what effective counselling entails.

A number of activities and the search for materials for the second newspaper kept the network profile high from September and ensured that the 'Face to Face' logo was recognisable in a variety of contexts. The first twelve months of the project had not unfolded exactly as proposed to FEU. The location of the project at the ABE Centre had given it immediate credibility but the limited resources at the Centre and continuous demands on its services had made it increasingly difficult for the Co-ordinator to disassociate from that work to concentrate on network development. It was decided that this could only be restored by a change of base in the new year.

The management committee was too loosely structured. Initially, meetings were frequent but seldom were all members present. The committee was restructured in September 1986 with a view to meeting once a term to monitor developments. The membership was added to from interests such as the Community Programme Agency, YTS Managing Agents Association, and School-Industry Liaison Officer.

The emphasis on generating tangible and identifiable activities tended to divert attention away from other approaches to network development. Communication with agencies tended to be through network activities, i.e. on the terms of the network rather than on the terms of the agency. More work needed to be done on contacting agencies and obtaining their views and philosophies on guidance.

It was obvious that the network should account for its first twelve months and justify its use of public resources. The issues of how to reconcile a centrally organised network in voluntary co-operation with a wide range of autonomous agencies had not been resolved. The evaluative process used to date through Liverpool Polytechnic indicated some crucial problems of communication within the network which would have to be addressed. For example:

- information needed to be sent directly to named individuals rather than to organisations;
- more direct contact with individuals would have to be maintained if they were to feel part of the network rather than one-off beneficiaries of it;
- there was a need for more newsletters;
- wider range of communication methods would have to be employed;
- although the consultant had initially offered formative support, the role was reassessed to give a focus on formal evaluation. This left a need for specialist support from someone with a broad perspective on counselling and guidance and the management team was faced with the problem of where to obtain this.

PHASE III: JANUARY 1987 TO JULY 1987

Maintaining a range of activities and collating information for forthcoming newsletters was absorbing most of the time of the project officer. The interim evaluations suggested that both the communications system and the management structure was in need of an overhaul. The first action in the new year was to reconstitute the management committee, extending its membership. It was intended to move the centre of operations of the project to Kirkby College and also to enlist the services of a consultant who might offer direct support to the management team.

The period to July was extremely busy and included the following activities:

- A non-traditional Careers Convention for over 500 pupils was held at Knowsley's largest comprehensive school.
- The second newsletter, made up almost entirely of items submitted by guidance agencies across Knowsley, was produced and circulated in February.
- A second meeting of the ad hoc support group was held in March. This helped clarify the direction for the project and allowed a more objective self-assessment of progress.
- Management meetings were held regularly and attendance improved considerably, giving some sense of coherence and stability.
- Ten practitioners from a number of agencies were supported in attendance at an Aids Seminar at Liverpool University in March. Some dissatisfaction was expressed at the lack of relevance of the content of the day and the group determined

to plan a Knowsley-based Aids Conference for all agencies. This was eventually provided in June with more than 80 people from 20 different agencies attending. The group met subsequently and produced a booklet summarising the proceedings of the day.

- An updated benefits booklet was produced with the Careers Service taking responsibility for its periodic updating.
- A second introductory counselling course was planned and delivered in June. Over 20 participants from more than 12 agencies were involved. In parallel with this, a six-week evening course for those who had done introductory counselling was conducted for the network by Liverpool Polytechnic. Fourteen people attended.
- The third newsletter was planned and delivered before the summer break and contained the first attempt at a directory of helping agencies. For many reasons this was not as successful as it might have been.
- The period from January had seen the production of a range of additional publicity materials, including leaflets and posters which were widely circulated.
- An Education and Training 14-19 Information Day was held in July with more than 70 participants, including parents, employers, YTS agencies and members of Careers, Youth and other services. A wide range of issues was addressed and the day was deemed to be extremely useful and illuminating by those who attended. This was organised as a project contribution to the 'Knowsley Education Fortnight'.

To try and gain wider publicity and to account for the network's activities in the preceding 18 months, it was decided to hold a review day in July. Whether the date chosen (in the last week of term) was inappropriate or whether agencies had become more interested in the activities generated and organised by the project rather than in the rationale for the project itself was difficult to say, but attendance was small — only 15 people from six agencies. This was a disappointment given the amount of activity that had been generated in the preceding six months.

PHASE IV: SEPTEMBER 1987 TO DECEMBER 1987

A particular problem from September was how to avoid a preoccupation with the end of the project. Over the summer a number of bids had been lodged with different funding agencies, including Urban Programme, European Social Fund and Education Support Grant in an attempt to generate funds to maintain the network organisation. The Co-ordinator was dealing with an increased number of telephone calls from people in the field seeking information, trying to make contact with other agencies, and requesting courses and activities which the network could co-ordinate. It was decided that priorities should be to produce a final copy of the newsletter, to organise a final two-day counselling course, and to pay for a summative evaluation by Liverpool Polytechnic.

From September to December 1987 the following activities were undertaken as planned:

- the fourth newsletter was distributed in December;
- two linked interagency workshops on 'boundary definitions' and 'common aims — common skills' were planned;
- the updated directory of helping agencies was researched by the Careers Service;
- summative evaluation was undertaken by Liverpool Polytechnic;
- work began on the first draft of the final report;
- members of the network participated in a conference on networking guidance held at Bedford College of Higher Education.

Pressure to quantify and evaluate the gains made by the network were increasing and a significant agenda was developed by the management committee for the production of evidence for such successes. In early December the Co-ordinator was taken into hospital and the fragility of a network depending heavily on day-to-day telephone contact was exposed. The part-time staff at Centre 70 made sure that the final newsletter was printed and distributed before Christmas. The intended final counselling course was postponed until after the holiday when it was intended to use the resource to review the whole future of the guidance network concept in Knowsley, preferably with the managers of the agencies who had benefited from the projects and activities run by the network.

Not enough attention is paid to 'supporting the supporters'. A network serving the needs of face-to-face workers is important to help reduce stress and improve the quality of provision. I found the Knowsley Network Project helpful in this respect, bringing practitioners from a wide range of agencies together at a number of events. Many of these contacts will continue to be useful in the future. The value to practitioners in talking about their work to other sympathetic workers, perhaps from outside their own agency, should not be underestimated. These kind of networks seem essential if workers are to perform well in stressful conditions.

Adrian Gorman
Kirkby Support Group

Evaluation of the project was conducted at four levels:

- formal external evaluation by Liverpool Polytechnic;
- formal review by the management committee;
- formal and informal evaluation of activities by participants;
- formal and informal review by the Project Co-ordinator and Project Director.

A range of aims had been agreed for the project with FEU. These were set out in the Project Information Bulletin, which provided a bench-mark for identifying project-related achievements within the borough, and formed the basis for the evaluation criteria put to Liverpool Polytechnic.

PROJECT OUTCOMES

The identification of each outcome is not the same as identifying the degree of impact of each outcome. It is possible to compare intended outcomes, as defined in the project specification, with actual outcomes:

Intended outcome The organisation and implementation of three interagency residential training courses on the theme of educational counselling and guidance.

Actual outcome Two residential training weekends (each with an additional linked day) on an interagency basis, plus an 18-hour course run over six weeks by Liverpool Polytechnic for the development of more advanced skills. (Two one-day events were held in Spring 1988 attended by more than 55 people from 15 different agencies to pursue project aims further.)

Intended outcome The publication and distribution of six illustrated newsletters produced to professional broadsheet standards and distributed to all relevant agencies.

Actual outcome Four *Face to Face* newsletters, three of eight sides of A3, one with four sides. One edition had a print of 800, the others of 1500. The newsletters were produced in two colours, with photographs, drawings and diagrams. Problems occurred with circulation and coverage of all relevant agencies and contacts.

Intended outcome The establishment of a directory of guidance agencies, including contact names and telephone numbers and their particular interests, expertise and resources.

Actual Outcome The production of a directory as an insert to *Face to Face 3*. This offered a wide coverage of agencies but with no detailed information about services and resources on offer. This was followed up by an updated version in a clearer format.

Intended outcome The promotion of a small number of interagency projects, funded by the project, which included the piloting of approaches to developing personal guidance services and the development of information packs and resources.

Actual outcome Support for eight such interagency projects facilitating a wide range of activities and a considerable number of agencies (Sixth Form Careers Convention, School-based Community Network, Community School Counselling Survey, Comprehensive School Alternative Careers Convention, Benefits Booklet, 14-19 Education and Training Day, AIDS Project and Conference).

Intended outcome The subsidy of interagency attendance on externally provided relevant courses.

Actual outcome Attendance by individuals on courses on counselling adolescents with special needs, the York Counselling Summer School, and Bedford College of Higher Education Networking Guidance Conference.

PROJECT AIMS

The Project Information Bulletin identified four aims:

- to link agencies in the Borough of Knowsley which offer guidance and support to individuals within and beyond the 14-18 range;
- to create opportunities for the sharing of resources, information and expertise between the various agencies;
- to enhance the effectiveness of the personal, educational and vocational guidance services available;
- to consider the implications for curriculum and institutional development in the Authority's educational institutions.

THE LINKING OF AGENCIES

An initial attempt to get a representative range of agencies to embrace the notion of a network positively was received with some scepticism in December 1985, immediately prior to the start of the project. Some of the reservations concerned the following issues:

- Was this an attempt to impose central control by the local authority?
- Was this a thinly veiled attack on present provision?
- Was this just an additional level of bureaucracy with no net gain for clients?

There was some difficulty with the semantics and the concept of a counselling and guidance base network. The meeting seemed unconvinced about the project's motives and its likely efficacy. This experience informed the following stages of development

and made the project management team rather more cautious in launching its activity programme.

Fieldworkers were conscious of belonging to immediate, localised personal networks which offered everyday support and information on an informal basis. The notion of a formal network conveyed an image of uniformity of approach which workers saw as a threat. Many support agencies saw themselves as an alternative to existing conventional or authority-led services. From this experience came the reflection that credibility would have to be earned, and that, until more personal contacts had been created, the notion of a borough-wide network should be played down. This approach paid dividends from July 1986 to July 1987 and was reflected in the number of agencies who had the confidence to contribute articles and news items to the newsletters.

Over that period came the realisation that the network might operate as a common point of reference for existing and potential networks of interest groups or localities. In other words, it tried not to appear to want to subsume or take over the unique local characteristics of each agency but to offer them the opportunity to identify themselves to others. This approach recognised the unique and individual nature of local services and the considerable amount of day-to-day interaction between them. The second year of the project saw active use of the network by individuals and an endorsement of the principle of sharing issues and problems. The fieldworkers became more comfortable with the idea of a supportive co-ordination or referral point. The services under the direct management of the Education Department demonstrated an increasing level of co-operation in a number of projects.

Whole areas of anticipated membership were neglected. Formal links with the Citizens Advice Bureau, Social Services Departments and Jobcentres were marked by their absence. Did the project consciously or otherwise only home in on soft targets, or was it being realistic in limiting its claims and aspirations to what could be contained within a temporary project? An analysis of significant events held in the second year of the project gives some indication of the range of agencies being attracted, but the distinction must be drawn between attendance at events of interest and the commitment to the notion of networking, and a further commitment to the development and maintenance of the network project. In the same week, while more than 70 people attended the 14-19 Education and Training Day, only 15 attended the Project Review Day.

THE SHARING OF RESOURCES

Information was seen to be the key resource of the network. The degree to which anyone in the field actually pursued information from a network contact is difficult to assess. The volume of direct interagency communication as a consequence of the project cannot be gauged. However, individuals from a range of agencies contacted the Project Co-ordinator in a direct attempt to find suitable referral points for clients, or to trace relevant information. In such cases it was increasingly possible to offer a named contact rather than just the name of an agency, which

seemed to be a step towards enhancing communications, generating trust and confidence and increasing a personal investment in the networking of resources, skills and expertise.

ENHANCING EFFECTIVENESS

This was an ambitious aim and it was never intended that the project should in any way evaluate the effectiveness of individual agencies. The fundamental notion of the project was that training is a valuable investment and through it valuable skills can be enhanced, together with understanding of other roles and resources. The interagency counselling courses held in both years attracted more would-be participants than they could accommodate. The project held a belief that agencies offering counselling and guidance share principles related to how they value the people they work with. The project had not made any progress towards identifying a common ethos to which agencies could subscribe without prejudicing their unique individual interests. A common ethical statement could be a great consciousness-raising device which would allow agencies and individuals to reflect and assess their performance against some very fundamental yardsticks such as confidentiality, parity of treatment and respect for their clients. This was to be pursued in the period following the end of the project.

CURRICULUM AND INSTITUTIONAL CHANGE

There have been many changes in the curriculum framework related to the provision of guidance services, particularly for 14- to 18-year-olds. Some of these may not be directly attributable to the network project. Under the TVEI-Related In-Service Training Programme (TRIST), a counselling and guidance working group had met on a weekly basis and was involved in a consciousness-raising exercise and an audit of pastoral and guidance practices. This group broke up in the second year of TRIST to enter cross-curriculum groups supporting schools directly. Over that period the Careers Service produced policy documents on guidance of direct relevance to schools and colleges and used this to convene meetings of careers teachers to consider the ways in which the Grant-Related In-Service Training (GRIST) fund might be harnessed to meet their objectives. This was further reinforced by the service's responsibility in co-ordinating the responses to the DES/DE document *Working Together for a Better Future* (1987). Over the same period Kirkby College of Further Education re-established a counselling service which had been defunct for ten years.

The entry of the borough into the TVEI pilot greatly reinforced school/college/careers contacts, with a guidance working group representing all schools and colleges meeting on a fortnightly basis. At the same time all TVEI development groups were asked to take responsibility for the contribution that they might make in the field of guidance and progression.

A group of about 30 teachers and lecturers working in the pre-vocational and vocational fields met regularly to draw up documentation on progression which takes into account the need to avoid duplication, looks at the way in which linked courses can be used effectively, is suggesting ways of ensuring that young people can promote themselves by the use of evidence and

portfolios when attending interviews, and seeks to persuade vocational tutors that they should identify criteria for entry to courses other than the traditional academic ones. As a consequence of these activities, the borough is working towards defining an entitlement curriculum for 14- to 19-year-olds which will greatly enhance the possibility of a meaningful progression from school to further education and training.

The aims expressed in the Project Information Bulletin provided a framework for identifying guidance activity in the borough. They helped to provide a more coherent model by which the many initiatives could be related to each other. This was made possible because the managers of the project had significant roles in a range of education-led initiatives and developments, through which they could pursue objectives which raised the profile of guidance and encourage interagency co-operation.

The newsletter comes to mind as something which knitted the whole thing together, it was informative and offered a way of encouraging liaison between different agencies. In many ways the full potential of the project was never realised, we had a glimpse of the rainbow but never quite saw the whole thing. We all have our own networks but it was useful breaking into other people's.

Ken Hawkins
Student Counsellor
Knowsley Central Tertiary College

In 1985 the Unit for the Development of Adult Continuing Education (UDACE) published a consultative document on educational guidance for adults *Helping Adults to Learn*. The consultation process resulted in the publication of *The Challenge of Change: Developing Educational Guidance for Adults* in 1986. Both documents share a significant number of sentiments with those expressed by the Knowsley Personal Guidance Network Project.

The essential premise of both UDACE documents is that the need for guidance is growing, that a multiplicity of agencies exist to offer guidance, and that, in the interests of effectiveness of student learning and resource allocation, some co-ordination of guidance provision is necessary. The documents define guidance according to the John Miller model cited in *Tutoring*, with the addition of 'feedback' which relates less to face-to-face relationships than to the collation of significant information of value to education and training providers.

UDACE suggests that educational guidance involves seven activities. They are all interrelated but not all agencies providing guidance offer them all, although a comprehensive service will seek to do so. The activities are:

- informing;
- advising;
- counselling;
- assessing;
- enabling;
- advocating;
- feeding back.

'Feeding back' has been added to the Miller model because 'without an adequate base of information none of these activities are possible' (*Helping Adults to Learn*, page 4).

LOCAL GUIDANCE UNIT

A particular recommendation of both reports is the establishment of a local guidance unit with the responsibility for co-ordinating the educational guidance work of other agencies who make up the local 'educational guidance network' (UDACE, 1985, page 6; UDACE, 1986, page 12). The concept of the network of agencies with a range of functions, purposes and responsibilities is central to the creation of a comprehensive guidance provision and UDACE proposes 'the creation of formal collaborative networks' which would enable all agencies ('the partners') to contribute their own skills and knowledge to the service without interfering with their legitimately different interests and policies. By this means the network can ensure that the most efficient use is made of scarce and specialised resources, both human and material (UDACE, 1986, page 10). This will facilitate the provision of a comprehensive guidance system which is:

- client-centred;

- confidential;
- open and accessible to all adults;
- freely available;
- independent in its advice;
- widely publicised;
- able to contribute to the development of education and training.

UDACE further maintains that the central co-ordinating role of such a network belongs firmly to the LEA through the creation of a 'Local Education Guidance Unit' which in turn would be part of a national network serviced by a national unit for adult educational guidance.

PARALLELS WITH THE KNOWSLEY NETWORK

Since there appear to be significant parallels between the UDACE concept of a guidance network and that promoted by the Knowsley project, it may be worth exploring them in more depth. Dissimilarity between the two approaches at a superficial level can be ascribed to the specific brief for the Knowsley project. The project was not wholly adult centred. Indeed, FEU specifically wished it to have a broader perspective so as not to appear to duplicate pioneering work in adult guidance funded under REPLAN and the Education Support Grants for improving guidance facilities for the adult unemployed. Furthermore, the Knowsley project did not restrict itself to an interest in educational guidance but, taking its brief from *Towards a Personal Guidance Base* included services offering personal and vocational support.

UDACE recognises a range of agencies involved in guidance, identifying:

- core providers;
- specialists;
- general agencies.

Significant local authority agencies, including colleges, careers and library services, are sited as 'core' providers. The Knowsley model of guidance networks posited a similar model, based less on the degree of specialism and more on the degree of control and influence which would be exerted on guidance providers by an education authority. The Knowsley model presumed that the first stage in developing a network would be to cultivate and co-ordinate those agencies most directly under the control of the LEA and gradually embrace those services in direct contact and ultimately those operating quite autonomously in the community.

PURPOSES OF GUIDANCE NETWORKS

The essential functions of a network according to UDACE are:

- to improve the match between learning needs and opportunities;

- the elimination of waste by helping adults to clarify their needs and by informing providers of unmet needs (UDACE, 1985, page 2).

The aims of education guidance cited are 'to ensure that all adults are encouraged and assisted to engage in formal or informal learning, whether for work related or personal development reasons' and 'to assist providers of education and training in the public, private and voluntary sectors to develop learning opportunities which are appropriate, in both content and delivery, to the needs and interests of adults' (UDACE, 1986, page 7).

Both sets of definitions focus ultimately on the effectiveness of the guidance process in helping direct adults to appropriate learning opportunities. Little emphasis is ascribed to the role of guidance in supporting adults as learners. Demand and supply appear to drive the model. In this way, it entirely neglects the problem of wastage which, for a variety of personal and educational reasons, may occur in adult learning. The Knowsley model differs substantially in that it expressly tries to make the network a supporting mechanism for any agency or worker which seeks to benefit from it, and it avoids representing itself as a face-to-face guidance provider to the public. In this way it offers support to a wider range of agencies, including those attempting to support learners in difficulty. Fundamentally, the Knowsley network is for the benefit of agencies and has been evaluated on its reception by such agencies and their fieldworkers, rather than on its impact on the beneficiaries of their guidance.

The UDACE model of guidance is essentially problem centred and implies a deficiency model of client need and agency assistance (UDACE, 1985, page 5). The Knowsley Network certainly did not wish to portray this view with regard to its own target groups (guidance providers). It assumed a number of shared needs and a range of expertise within the providers, and did not set itself up as either a central resource with a bank of answers, or as an 'expert' or 'consultancy' facility. Although the project administration and co-ordination was based at Centre 70 in Kirkby, this was not promoted as the central hub of a network. Indeed, the Knowsley Network was particularly aspatial in practice, existing to a large extent in the minds of the users. It had its markers, including its training events and newsletters, but in reality its strength lay in its perception by fieldworkers and the value they attached to the concept of networking. Its effectiveness could only really be evaluated in terms of the increase in transactions between fieldworkers and agencies. The Knowsley Network was not something a visitor could come to see.

NETWORKS — INTENTION AND REALITY

A most significant difference between the Knowsley model and the UDACE model lies in the concept of the central unit. UDACE suggests it is necessary to find appropriate mechanisms for co-ordination if clients are to get the best service. The Knowsley Network focused on voluntary communication and sharing of information and expertise. UDACE suggested 'such

diversity can be creative but it can also be confusing and unhelpful in a field where resources are already scarce' (UDACE, 1985, page 6). It recognised that 'without willing collaboration of a number of agencies the network can never be effective' and that 'each agency has its own priorities and constraints which will attempt to determine the precise role which it can play in a network' (UDACE, 1985, page 6). The Knowsley project would endorse this. UDACE possibly underplays the resistance of voluntary and non-statutory agencies in joining centrally co-ordinated frameworks which are often conceived as subtle forms of control from the centre. Certainly the intention to involve bodies such as trades unions and the MSC (now the Training Agency) in network management may be laudable, but the perception of grass roots agencies may differ considerably. In the Knowsley context, it would be difficult to agree with the statement that 'the objectives of the MSC intertwine so closely with those of other agencies involved with adult learning that to fail to involve them would be to seriously damage the credibility of the guidance offered' (UDACE, 1985, page 11).

In effect, the UDACE proposals, focusing primarily on the cost-effectiveness of national education and training initiatives, do not take into account the perception of grass roots agencies nor, in many cases, of their clients. It can be demonstrated that educational pre-entry and post-entry guidance is seldom separated from the need for personal and, perhaps, vocational support. The tenor of the UDACE report is rooted in an economic argument and, being focused on a central co-ordinating function by the LEA (funded perhaps via the MSC), can be seen as a considerable threat to those agencies who value their independence and who respond to needs and perceptions of their users in unorthodox and, perhaps not always cost-effective, ways. There appears to be more to guidance than cost-effectiveness and there is more to the development of a network than the establishment of a central co-ordinating unit.

I expected the project to counter the isolation felt by many face-to-face workers. I hoped it would be a unifying force for people working to common ends. I found it personally useful and helpful for our trainees. It was underrepresented in the areas of Housing, Social Services and Probation, but the training days offered the chance to share and develop a cross-borough approach to counselling and guidance. These contacts remain helpful in the day-to-day work of guiding trainees on YTS.

Claire Bowness
Acting Manager
Kirkby Youth Training Workshop

The project achieved its ambitions to a limited extent. It opened up some community resources which benefited the school and its pupils. Some of the training events were useful and interesting although a number of specific issues were not addressed in depth. It did not fully embrace the full range of organisations in the community and some of the training was rather general, as if designed for people with no previous experience. Generally speaking, I found the project helpful but there was a great deal more scope for more in-depth activities and training events.

Tony Day
Deputy Head [Pastoral]
All Saints RC Comprehensive, Kirkby

The formal evaluation of the project was contracted to the Liverpool Polytechnic Business School and was conducted in two parts. A consultant offered formative support from January to December 1986, producing an interim report on perceived problems arising from the initial stages in June 1986, and presenting an evaluative report in December 1986. The second phase of the project was formally evaluated using a summative questionnaire and telephone survey of agencies and individuals and was presented to the management committee by David Brown, Director of the Business School, in February 1988.

Prominent among the first comments passed in June 1986 was the view that presentation and communication needed to be improved and that the network would have to promote itself more actively. It was suggested that a large part of the communication function of the network could be done on an informal basis which would be fairly spontaneous, largely unwritten and impersonal. However, given the significance of good communication and the associated need for co-ordination, a more formal approach to communications would enhance goal achievement.

The degree to which the network was working was tested in the interim report of December, which followed an agreed brief for assessing field responses via 20 structured interviews from a range of fieldworkers in agencies which were centrally involved in the project. A number of points were highlighted. The concept of the network was generally well received. It was thought to be a good idea but one which was difficult to grasp immediately. Practical application of the concept was seen to be difficult and individual practitioners felt they could do little to present an overall co-ordinated picture of borough-wide services available to their clients. The perceived benefits of the project in its first year included 'access to relevant information and development of co-ordinated policies concerning training'. Despite these positive responses, the evaluator concluded that 'communication is both the essence of the network and its major shortcoming', although some respondents thought that things were just about to take off. Overall, the project was welcomed as a practical device which would facilitate personal, educational and vocational guidance for the client, promote interagency co-operation concerning resources and assist agents in gaining access to information which would help their specialist role.

In highlighting the organisational and communication problems, the report suggested technical limitations in promotion and marketing. The project agenda was strong in curriculum terms but in selling its product it obviously needed more experience.

The summative evaluation at the end of the second year began 'After two years the Knowsley Face to Face Network has substantially delivered the outcome as promised in its initial bid for funding'. However, it went on to suggest that the fundamental success of the project in creating a sustainable change in the culture and practice of personal guidance in Knowsley was less certain and more difficult to determine. The

evaluation identified a number of barriers which had stood in the way of more rapid success. These included:

- problems of clarifying the management group function (was it there to manage a project or to manage a network?);
- curriculum initiatives across the borough's schools and colleges which should have contributed to a broader shared framework of understanding among workers but whose potential links remained latent rather than explicit;
- the size of the project and the ambitiousness of its objectives in changing behaviour and values among disparate groups of people;
- communication problems in a borough with no central point, poor transport, no historical sense of continuity and tradition, and a number of distinctly parochial communities;
- inadequate staffing and status allocated to the project which could not achieve the basic level of activity needed to sustain the network in terms of frequency of contact and strength of attachment with external agencies.

The report concluded that:

- The network provided some extremely valuable training opportunities and created some useful resources.
- The network failed to achieve the necessary volume of activity and communication to be perceived by practitioners throughout the borough as central to practice in guidance and counselling.
- The project attempted to create too much change in too short a period given the competing claims for the key resources of the time and energy of participants.

The project was a valuable experience which enabled us to find common ground through the termly newsletters, the seminars and training in counselling skills. These gave the Network an identity, and raised awareness of the work of other agencies and of the needs of full-time key workers. Over the two years of the project, interagency links were strengthened and they have been maintained since the project finished.

In retrospect, it was a very daunting and ambitious project; we had to learn as we went along. Getting our communications right was a problem given the geography of the borough. Looking back at some of the high spots such as the Aids conference or the training days, I know it was worthwhile. We had some difficult moments. Newsletters were usually produced under great pressure but generally the quality of production made it worthwhile. In short it was very exhausting and very rewarding.

Brenda Croughan
Project Co-ordinator
Adult Basic Education Tutor
Centre 70, Kirkby

1. The project was established to test the concept of the **networking** of guidance agencies originally described in *Towards a Personal Guidance Base* (FEU, 1982), rather than the concept of the **personal guidance base** itself.

2. The assumption of the project was that no one agency has primacy in the provision of guidance, and it recognised the multiplicity of guidance agencies which operate in a community.

3. The objective of a 'network' approach was to help maximise the effectiveness of the total efforts of guidance providers by linking them with each other to share expertise and information.

4. A prime consideration in community-based guidance provision has been that of 'choice' for the client. Individuals seek guidance for a variety of reasons and will approach the familiar or less threatening source, often presenting issues that the agency cannot directly assist with. In this sense, most guidance providers, whatever their specialism, have a generic function of helping clients clarify their objectives and assisting them in using the appropriate guidance agencies.

5. The project assumed that a borough-wide network of agencies would be desirable. Experience suggests that local networks at a neighbourhood or town level, however parochial they may appear, can in fact significantly raise the quality of guidance offered in that locality. The project may have profitably tested this notion further by identifying communities (rather than the whole borough) in which to invest its resources. It could have capitalised on parochialism and a sense of identity and loyalty to the clients of a particular neighbourhood. Borough-wide effectiveness is not seen as a community agenda item, even if it is a local authority item.

6. It appears easier to attract fieldworkers than service managers into a sharing framework. There is a discrepancy between the informal network which operates at ground level and the adoption of a 'network' principle which informs management decisions about service provision.

7. The managerial structure of the project did not resolve the ambiguity of whether it was there to manage a guidance network or an FEU-funded project. Certain aspects of the project were, therefore, under-managed because of a fear of appearing to dominate or control what was in effect a voluntary association of individuals and agencies. At times a more formal direct management style may have sharpened decisions on priorities and significant objectives.

8. The network project was characterised by a soft sell and low profile approach. The reasons for this related to a fear of inability to cope with a flood of demands on the Co-ordinator which could not be met in the time available.

Another reason was the fear of upsetting certain established agencies who viewed the project with some suspicion. Higher media coverage may have increased network membership and public awareness of guidance opportunities available.

9. At times there was confusion about the purpose of the project. Was it to offer guidance to individuals referred to it by community agencies, or was it to service the needs of the agencies themselves? The latter was the project's intention and largely the message that was received. The situation may have been confused initially in that the base of operation was a specialist provider of educational guidance in its own field (adult basic education). The Co-ordinator based at the Centre was used to having clients referred to the Centre from a range of agencies as part of the normal work of the Centre.

10. The project provided ample opportunities for rooting out a number of principles; it had a slow start and was perhaps overambitious in the breadth of its objectives and overcautious in its strategies for implementation. It was characterised by a high degree of participation by a large number of individuals who willingly shared their experience and expertise and who often forged new and effective working links with colleagues from agencies previously unknown to them. Measuring this degree of interaction and its durability is difficult. It may be that the project succeeded in networking individuals rather than the agencies who employed them.

11. In developing the network concept and making it a reality, the experience suggests that local politics and perception have to be addressed. Guidance is seldom about one issue which everyone agrees with. It is as multifaceted as are people's needs. It is about style as much as content. It is about professional boundaries and professional jealousies. These difficulties should not be underrated. The concept of a 'guidance network' inevitably comes from one or perhaps a limited number of providers. Transferring ownership to others needs careful consideration. Many of these issues were addressed in *Towards a Personal Guidance Base* and this repays re-reading. In effect, many of the issues raised by the Knowsley experience were anticipated. The essence of that experience was that the introduction of such a concept needs careful management and a strategy which will turn agencies onto the concept rather than turn them off. No matter how significant we think the concept is, there will be others who inevitably suspect our motives, our abilities and our professional intentions. Identifying and promoting parts of a network which we can all contribute to and share in without losing our autonomy is a particularly critical issue to be addressed.

FACE to FACE
Newsletter No.1
September 86
Knowsley
YTS
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FACE to FACE
February 1987
Knowsley Counselling and Guidance Network
Newsletter No. 2
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FACE to FACE
Newsletter No. 3
July 1987
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FACE to FACE
December 1987
Knowsley Counselling and Guidance Network
Newsletter No. 4
EDITORIAL
This is the fourth and last of the Face to Face Newsletters. The Personal Guidance Network Project finishes on December 31st 1987 after two years. At present the contribution made by the Network to Guidance services in Knowsley is being evaluated by Liverpool Polytechnic and a report of the full experience is being prepared for the Further Education Unit which has funded us. Over the past two years in addition to the newsletters (a few back copies are still available) we have run over a dozen training courses, seminars, conferences and workshops and funded a number of small pilot inter agency projects (in excess of 300 individuals representing over 30 agencies have participated at some time in a Network event.
How do we feel? We feel concerned because we are not sure what will happen to the Network from January 1988.
Many people have invested a great deal of time and effort in the Project over the past two years. We made a number of elementary mistakes initially and consistently underestimated how complicated the issue of creating a Knowsley wide Network would be. We seem to have been chasing deadlines (and often missing them) since the Project started. However we have felt that over the past year the Network was developing a life of its own. It is this energy that we hoped to build on. At present we are using our available time to round off the Project to do justice to our commitment to the Further Education Unit. We would like to be expending the energy in organising more events, training courses and seminars. All that we can hope is that the enthusiasm and good will built up particularly over the past twelve months does not dissipate, and that we can, in conjunction with the Project Management Committee come up with a realistic way of supporting the guidance network that now exists, or of devising ways in which it can be maintained as a co-operative venture.
Thank you for your support, encouragement ideas and criticism.
Brenda Croughan & David Morgan
Photos: Courtesy Sutel Jolly/Multi Media Arts Team
This Issue
FOCUS ON YOUTH
Counselling and Guidance Network Project funded by the Further Education Unit of the Department of Education and Science in conjunction with the Education Departments of Knowsley Metropolitan Borough Council.
KNOWSLEY

NETWORK TO CLARIFY BENEFITS

Confused about the benefits which young people and adults are entitled to when studying full or part-time?
The Network Benefits Project has attempted to pull all the regulations together into one booklet.
Information has been drawn from the DHSS, Social Services and the Education Department.
The working party which compiled the booklet tested out the first draft using a number of case studies drawn up by the Education Department.
A revised draft is now being prepared and training days will be made available in the autumn to help field workers to use the booklet effecively.

Our thanks must go to Margaret Ince (Social Services), Ralph Peacock (Careers), Liz Sheldon (Education Welfare), Enid Cowan (Grants Section), Judith Mawer (Special Services Section), for their time and effort in helping to collate the booklet.

Below is an extract taken from the Knowsley Counselling and Guidance Network Benefits and Education booklet.
Copies can be obtained from Brenda Croughan at Centre 70, Richard Hesketh Drive, Westvale, Kirkby, Merseyside L32 0TU. Telephone: 546 6807.

KNOWSLEY COUNSELLING AND GUIDANCE NETWORK FACE TO FACE: BENEFITS AND EDUCATION CASE STUDIES

Case One

Mr and Mrs Bennett, whose weekly source of income is Department of Health and Social Security Supplementary Benefit, have three children. Helen is aged 17 years and is staying on in the sixth form to take a full-time GCE 'A' Level Course. James is aged 10 years and attends Junior School and Michael, who is aged 4 years is in part-time nursery school.

What assistance, in the form of education welfare benefits, is available to this Knowsley resident family?

Case Two

Mr Johnson is a single parent in full-time employment but experiencing some difficulties because of his financial commitments. His twin daughters, Sarah and Julie, have both decided to stay in full-time education, having reached school leaving age. Sarah has decided to pursue a CPVE Course at the Tertiary College and Julie is intending to stay at school and retake her GCE 'O' levels.

1. Would the girls be entitled to any assistance when their father is in full-time employment?
2. What type of grant would each girl be eligible to apply for?
3. Would Sarah be entitled to receive free school meals?

Do you know the answers to these questions? The above case studies reflect th... teachers and F.E. tutors when asked by pupils or parents about ed... NETWORK booklet aims to minimalise such problems. For a...

HELP WHEN AWAY

Where Damen and Debbie went wrong was in not having the support of Ralph Peacock when they left home in search of better things.

Ralph, a Careers Officer in Halewood, is responsible for a project designed to help young people seeking work elsewhere. He says "We are not actively encouraging youngsters to leave home but the fact is that a number do look for work elsewhere and the experience can be pretty depressing".

The Careers Service are able to help subsidise accommodation cost and are in contact with the different agencies who can help young job seekers.

Any young person who approaches Ralph will be treated individually but Ralph is not in the business of finding jobs away. "This is a support service and we will work with employers, scheme organisers, careers services and named contacts in different parts of the country to ensure that the conditions surrounding the youngsters employment, training accommodation and moral welfare, are all that the families and ourselves would expect".

For further detailed information Ralph can be contacted at the Halewood Careers Office. Tel: 051 486 8681.

Photo: Courtesy Brookside Produc

On Friday 13th November 1987, over 120 people (representing 37 different organisations covering the network of Welfare Rights Agencies and Advice Centres in Knowsley and Liverpool) registered for a one day seminar at the Kirkby Unemployed Centre to look at the implications and effects which the Social Security Act of 1986 - which becomes operational in 1988 - will have on claimants in receipt of benefits.

Since this Act represents one of the biggest changes in the system since the inception of the Welfare State, the seminar was undoubtedly a great success in preparing the way to tackle the devastating effects the Act will have on claimants.

REGULATION 25 Did you Know?

To reflect the complexities of benefits and the difficulties when faced with a bewildering set of rules and regulations which can rapidly change, we have decided to feature a specific though exceptional case. For reasons of confidentiality, the identities of particular people will not be mentioned.

In his role as co-ordinator of Welfare Rights at Huyton Unemployed Centre, Councillor Eddie Burns reports that a female student aged 19 sought the Centre's assistance in September 1986 regarding her housing benefit.

COLLEGE PRIORITY FOR STUDENT COUNSELLING

A new higher profile for students services will soon be a principal element of educational provision within Kirkby College.

The College has appointed two student counsellors who will see students either by referrals from tutors or on a drop-in basis. They will be offering personal, non-directive counselling and practical advice on welfare matters.

The counsellors, Thelma Wignall and Malcolm Piper, are lecturers at the College and will receive contact remission for the services they offer and the time and effort donated.

The new profile also means an enhanced role for course tutors who will be running weekly tutorials for the class. Informal meetings with students on a one-to-one basis would also be made.

College Principal Mr. Robert Voss explained. "There is a realisation within the College generally, that we must offer a fuller, richer, educational experience to our students and many staff are interested in the counselling role of the teacher.

The new demands placed on the College from the young unemployed, CPVE, YTS trainees, mature students and other groups required fresh arrangements for a system of comprehensive counselling involving both course tutors and specialist counsellors."

Few people manage to go thro- study without experiencing so-. 'problem'. Such problems might ran- those which are extremely minor and wil- have too disastrous an effect, to others which may cause a student to feel that he or she cannot continue with their course.

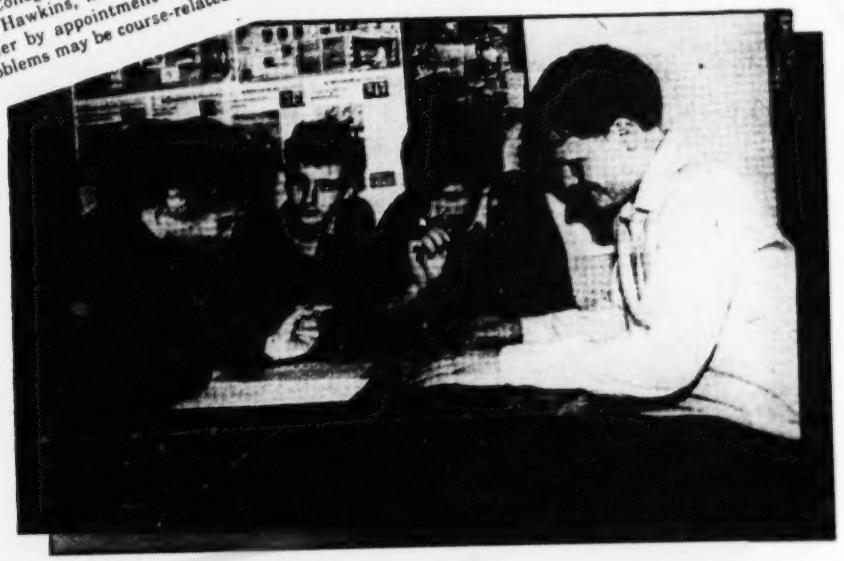
At one time or another, most students need to talk to someone who has time to listen. Knowsley Central Tertiary College (KCTC) is proud of the fact that it can offer students this 'listening-time'.

The College has a full-time Student Counsellor, Ken Hawkins, who is available to see students either by appointment or on a drop-in basis. Problems may be course-related or of a personal ure and are treated in a confidential and on-judgemental manner.

The emphasis which the College places on guidance of its students is also evidenced by a Personal Tutorial System. Each student is assigned a Personal Tutor. This tutor will follow with interest the progress of each student in the group and often proves to be an invaluable point of contact.

It is one of the College aims that, with the pastoral system at KCTC, no student can say on finishing their course: "I needed help and nobody wanted to know." Through the Counselling and Personal Tutorial System, the College is developing a means by which students can be offered the 'listening time' that can be so vitally important.

Students negotiating a personal profile with lecturer Claire Mason.



DEVELOPING COUNSELLING SKILLS

Gwilliam Jones of Knowsley Itec reports

The topic of counselling was one which I had never really considered and in truth knew very little about.

It was with these points in mind that when invited to take part in a weekend seminar on the subject of counselling and counselling skills, I was unsure as whether or not to attend. It was in fact my ignorance of the subject that decided my attendance.

Seminar members came from a wide variety of backgrounds, ranging from Schools and the Careers Service, to the various community and advisory services based within the Knowsley area. Consequently, a large an diverse source of experience was drawn upon during the weekend.

In conclusion, I feel that the seminar served to provide better insight into the area of counselling. The sessions also provided myself and others with clearer insight into the suitability of the person as a counsellor. The vocation to be a counsellor, and vocation is not too strong a word, has to be within you. The pressure a counsellor is put under, with respect to time, being burdened with other people's problems and not least, the problems created for the counsellor and the counsellor's family, seems to be too daunting for any person to subject themselves to.

During one of the breaks between sessions, several group members were talking to a member from another group who was actually a counsellor and had been for some time. The upshot of the discussion was that the counsellor was heard to say: "To be a counsellor you need to be either a saint or a mug."

I don't believe either case to be true. I include this statement to give the reader some idea of the patience and time that counsellors spend voluntarily assisting other people.

York-bound Malcolm Piper

THREE KNOWSLEY PEOPLE are to attend the Counselling Summer School at the College of Ripon and York St. John, on July 27 - 31. These people are:- Con Harty (Principal Careers Officer) Malcolm Piper (Lecturer/Counsellor at Kirkby College) and Brenda Croughan (Development Officer for the FACE TO FACE Network).

This residential week has been running at York since 1983. One of the benefits of the week will be the input of Dr. Gerald Egan who is Professor of Psychology at Loyola University, Chicago, USA. He is co-ordinator for the programme in Community and Organisational Development. Dr. Egan's doctorate is in Clinical Psychology and he acts as consultant with various organisations as well as conducting workshops in counselling, organisation design, assesament and consultation.

Knowsley sent six people to York three years ago and while there, they discussed with Dr. Egan the possibility of forming a Borough-wide Network for Counselling and Guidance. His encouragement to attempt such a huge scheme of work gave added incentive to pursue funding for the Network.

One of his tutors at York is Bryce Taylor who is co-author of 'Towards A Personal Guidance Base Network' published by the Further Education Unit. He also has shown interest in what the Network is trying to achieve and hopes to visit Knowsley in the near future to see if there are any practical ideas and suggestions with which he may be able to help us.

In June the Network organised a second - level counselling course for those with some basic training or experience. It was run by Pat Davies and Bob Spalding at Liverpool Polytechnic and fourteen Knowsley workers from 10 different agencies took part. Below are two responses.

"I found the course very very useful. Sometimes because you are using your counselling skills all the time you tend to think you've arrived but a course such as this, where you have the opportunity to re-inforce and/or refresh your basic skills, reminds you of how weak one is in some areas and also proves that although you practise you can never be perfect. The multi agency approach to this type of course is excellent because it prevents participants from becoming too specific i.e. just education, and it is always good to meet new people."

Ken Hawkins
Student Counsellor
Knowsley Central Tertiary College

"Empathy is one of those words easily defined until asked! Counselling skills are things we all possess - or do we ?? My thoughts were these prior to beginning this well organised and sensitively run course. To bring together a wide range of disciplines at the end of a long and tiring day and to then develop and encourage in depth work is no mean feat. However, in no time at all I was totally at ease with people I had known just a few hours. The six weeks passed all too quickly, the work was indeed completed but just one question remain when does level three begin?"

Jenny Jablonski
(Principal Education Welfare Officer).

HARTY ON CAREERS

The Careers Service in Knowsley provides both vocational and educational guidance, claims its Principal Officer, Mr. Con Harty.

It provides vocational guidance to young people still in full-time education, counselling them to enable them to relate their interests and abilities to future careers.

Educational guidance is provided by helping young people choose from a variety of educational and training paths. For Mr. Harty, this is particularly significant.

"In these days of initials it is confusing for 16 year-olds to choose between CPVE, YTS or even BTEC, to say nothing of deciding between a school or college-based course."

Nationally, the Service circulates a great deal of careers information and, said Mr. Harty, "We produce our own excellent guides for fifth and sixth form students. It disappoints me that so little careers literature reaches those who want it."

CIRCUMSTANCES

Most careers staff time is spent on young unemployed people. This means going far beyond the bounds of Vocational Guidance, into the realms of benefits, domestic circumstances and a host of other things which impinge on a young person's ability to consider opportunities.

Schools, Colleges, Polytechnics, Universities, YTS Agencies and employers regularly inform the Service of the opportunities they offe young people.

"Employers are most anxious that we, Vocational Guidance officers are fully informe about industry," said Mr. Harty. "This mig surprise you in view of the lack of jobs but th about the whole reason behind School Indus Year. We have details of all firms and scher with compendia for all education courses. S you need information we will always tr help."

WHAT'S WHAT?

If teachers are frequently confused ab the never ending lists of initials a initiatives conjured up by the DES* a the MSC*, how are pupils, parents a employers going to cope?

As part of **Knowsley's Education Fortnight** one day conference on "Education an Training 14 - 19" was organised by th Network Project. Its aim was to guide wide range of interested parties throug the maze of the modern curriculum.

Over 60 people attended the meeting a Kirkby's Golden Eagle Hotel to listen to guest speakers.

Malcolm Cribb (FEU*) and Val Brown (NWTVE UNIT*) explained how all the pieces of the jigsaw fit together (or are supposed to fit together).

The TVEI*' group was very popular but there were also lively debates on GCSE*, CPVE*, Records of Achievement (Can't anyone think of any initials for them), WRNAFE* and YTS*.

The general response, other than 'my brain hurts', was enthusiastic and the most pleasing aspect of the day was the diverse background of the participants who included parents, employers, managing agencies, teachers lecturers, careers officers and youth workers.

* did you get them all?

non traditional careers

A Careers Conference with a difference was held in Kirkby recently. On March 16-17, Ruffwood School, a co-educational 11-18 Comprehensive with 1900 pupils held its second Non-Traditional Careers Conference for third years. The first had been held in 1985 only for girls. This time, the target group was extende include all our 740 third years, both male female.

Funding was obtained from the School Fund from the Knowsley Counselling and Guid Network. As a result we were able to pr travel expenses unlike last time.

The date for the Convention was chosen in to precede third year options and it occ during a whole term's PSE (Personal and S Education) lessons on careers. In prepar for the event one particular lesson was de to the issue of Gender and jobs with works and a possible lesson plan being given to e the 13 teachers involved. The lesson in qu aimed to raise the pupils' awareness stereotyping in relation to jobs.

AIMS

The two major aims of the Convention we
* to encourage pupils to consider careers traditionally 'occupied' by members opposite gender.
* to give pupils the opportunity to find o about a wide variety of jobs by talkin guests in inter-active small discussion gr

In these two respects, the Careers Convention differed from most.

The response of guests to our invitations was overwhelming, and over the two days of the Convention we were joined by about 50 people, between 20 and 30 at any one time. Some of the most unusual were: FEMALE solicitor, car mechanic, scientist, engineer, radio broadcaster and conservationist.
MALE nursery and infant teachers, district nurse, residential care houseparent, librarian and physiotherapist.

Accompanying these, were representatives from local industries, the Police, commerce, printing, catering and the retail trade. Some guests were parents others ex-pupils.

An article about the event was published in the Liverpool Echo and there was a ten-minute feature about it on local radio.
Since the Convention, a number of pupils have been out to visit guests in their workplaces.
If anyone would wish to know more about the Convention, is welcome to write to us at Ruffwood Schools.

By Valerie Oldham

CONFERENCE SUCCESS FOR SIXTH FORMERS

In early July, 195 Knowsley Sixth Forms and college students gathered at Kirkby College of Further Education to meet an array of experts and specialists representing employers, Polytechnics and Universities.

The Knowsley Sixth Form Careers Conference was introduced by T.V. pundit and best-selling author, Brian Heap, who probably knows more about what is needed to get into Higher Education and the professions than anybody else.

Organised by the Careers Service, the day was funded by the Knowsley Counselling and Guidance Network.

As one person was heard to say in the corridor of Kirkby College:
"I've got a clearer idea of what I don't want to do. I know what I want to do and I know what I need in order to qualify for what I want."

Taking this as evidence of the success of the day, our reporter's triumph was dashed when he was subtly informed that the satisfied customer was actually a College lecturer talking about early retirement.

Jokes aside, the day was deemed a success by participants. This was due in no small measure to the skilful and detailed organisation of the Careers Service and to the enthusiasm and goodwill of the many guests who travelled to Knowsley to share their expertise.

MAKING PROGRESS-IMPROVING PROGRESSION

More Knowsley youngsters are wanting to stay in full-time education to follow vocational courses. At the same time many Knowsley schools are offering broad skills-based courses as alternatives to the GCSE programme for their fourth and fifth years.

It is the worry of a number of teachers and lecturers that schools and colleges do not know enough about each others work. As a result they have started to look at ways to improve communications and particularly to look at the curriculum they are sharing.

2nd CHANCE TO LEARN

by
Mike MacLoughlin

The above named Course, which runs on Thursdays at Kirkby Unemployed Centre, is aimed and designed for working-class adults.
The Course, which runs in two 10-week terms (October - December 1986 and January - April 1987) sets out to achieve three objectives in order to stimulate community involvement after the Course finishes. These objectives are:-
* to value and incorporate students' own life and work experience.
* to increase students' own creativity through the Writers' Workshop module.
* to raise student's awareness of current issues in Politics and Economics.
Fifteen of the maximum twenty places have been filled, the majority of which, are from Kirkby.
Although new to Knowsley, a Second Chance To Learn course has been well establish in Liverpool for over ten years. It is based in an Old Primary school in the City Centre and is staffed by six full-time tutors as well as two administrative workers.
This staffing system allows the Liverpool Course to offer each individual student, a one-to-one tutorial system: an essential part of the Course and of the student's development.
Unfortunately, the Knowsley Course cannot yet offer this facility due to relying mainly on "Outsiders" from the Liverpool Second Chance Course as tutors.
Also, I have co-ordinated the Course as the only (part-time!) worker for the Knowsley Unemployed Education Project.
However, the Course has received a good deal of moral and practical support from the Knowsley Adult Centres, particularly from Centre 70, in the planning and ongoing publicity stages.
It is now the hope of the Second Chance tutors, that the authority will consider taking this Course under its mainstream provision, thereby ensuring the Course in Knowsley as a permanent feature.
for further information telephone:
Centre 70: 546 6807

Police lend a hand

The Police helped the Outreach Work of the new literacy project at Salerno Drive Youth Club. Motor bikes, kindly loaned by the Police to the Project team for a motorbike maintenance course, helped break barriers concerning the local community.
It was from these motor bike sessions that the first direct request for help in English arose.

Last November, the Project celebrated its first six months. Within that time, apart from the motorbike course, Welfare Rights (run by May Sayonas from Huyton Unemployed Centre), Women's Health, Maths and English have been offered.

The project offers to the commun
provision which allows for peopl
hours more suitable for them, ins
to slot into a rigid time table.

For more information abou
telephone Lesley Marrs on 480 5

INFORMAL INDIVIDUAL LEARNING

An informal, personalised approach is the key element of tuition provided by Knowsley Adult Centre.
Responsible for Adult Basic Education (ABE) within the Borough, the four bases of Knowsley Adult Centre (Kirkby, Prescot, Halewood and Stockbridge Village) provide numeracy and literacy from basic up to a pre O level standard.
Tuition may be provided on a one to one basis or may take place within exam-linked groups. Alternatively, Study Clubs where several clients receive one to one tuition simultaneously, provide the scope for individual attention within a group environment.
It is estimated that in any one week in Knowsley, about 350 people are receiving help with Basic Education.
Basic Maths is much in demand, especially for people wishing to pass Job Centre tests. Computer sessions can be arranged for those who have never used one, and specialist groups have been established such as the Kirkby Writers and Prescot Writers Groups.

COLLEGE STEPS IN

Devoted readers of FACE TO FACE may recall that in issue no. 2, the Second Chance to Learn organisers were hoping to have the Course included as part of the Authority's mainstream provision.
As part of Kirkby College's higher profile in the Community to coincide with its Twenty Fifth Anniversary, some tutor hours have been earmarked for the Second Chance to Learn Course.
"The College would want to support this in any way it can by putting some of its resources at the disposal of the Second Chance initiative," said College Principal Mr. Robert Voss.
Organiser, Mike McLoughlin, said that it was a welcome development for the College to realise the usefulness and validity of the Second Chance Course. He continued: "The fact that they are prepared to provide an input regarding staff hours may help to establish the Course in Knowsley for some years to come".
The next Course begins on Thursday October 1st 1987 and runs every Thursday for three terms.
For interested people, both potential students and the curious, there will be an Open Day held at Kirkby Unemployed Centre on Thursday September 17. Course Tutors will answer any questions from the public concerning the Course and will take enrolments.

NEW APPROACH TO JOB SEARCHING

restart

As part of the wider Government programme Action for Jobs, both the Tertiary College and Kirkby College have mounted a series of RESTART courses. Geared for the long-term unemployed, Restart courses are just one of a menu of opportunities offered by local Job Centre.
The aim of the course is to boost self-confidence and self-respect which may have been damaged by unemployment.
Participants attend for thirty two and a half hours and will be given help with skills associated with job-seeking such as form-filling and interview skills.
It is new for MSC to focus on helping people in their unemployment. The counselling aspect of the course relates to problems encountered through unemployment and the emphasis is on shared experiences.

IF YOU ARE A RESTART TUTO
WOULD BE INTERESTING TO
YOUR VIEWS ABOUT THE COU
THE PROBLEMS FACING BO
AND PARTICIPANTS

RESTART

In the last issue of Face To Face we mentioned that Restart Courses had been mounted in both Kirkby College and the Tertiary College. The courses have now been in operation since July 1986 and perhaps it is time to clear up some anomalies that surround the Action for Jobs Programme and Restart in particular.
1) The interview to which people claiming benefit are invited to is **compulsory** and any claimants not attending put their benefit payment in jeopardy.
2) Once a claimant has been interviewed the **statutory requirement has been satisfied**. Therefore if a claimant decides to take any of the options offered, then he/she has done so voluntarily.
3) Should a claimant take the option of a Restart Course they remain in receipt of benefit and so are not removed from the unemployed register which in turn means that unemployment figures are not altered for Government purposes.

OVER 70 ATTEND AIDS SEMINAR

OVER SEVENTY PEOPLE attended the Network's AIDS Seminar at Kirkby's Golden Eagle on Wednesday June 13th. Participants from a wide range of agencies including schools and colleges, YTS and CP schemes, the Health Promotion Unit, even education advisers and representatives from industry listened to candid inputs from two people who know more than most.

Dr. Peter Carey, a Consultant in genito-urinary medicine at Liverpool Royal Infirmary and Gary Carroll from the Body Positive Group, supplemented with a factual update the understanding most participants already had of the clinical features of HIV and AIDS through both the Government's campaign and the information packs produced by the Health Education Unit of St. Helen's and Knowsley.

The Seminar came into being after the Network had funded ten people to attend an AIDS Conference at Liverpool University last April. They felt a similar conference should be held in Knowsley.

A working party was established, consisting of lecturers from both the Tertiary and Kirkby Colleges,the Health Education Unit and Kirkby Community Support Group. It was felt that the Knowsley seminar should be designed to contribute to the Borough's policy document on AIDS.

On the day, over seventy participants formed workshops to brainstorm the following points:

1) **First Aid:** What practical measures should be taken in circumstances where a person requires immediate first aid?
What problems do people foresee?

2) **Confidentiality** what personal and professional rights should people have if they have disclosed that they have contracted the virus?

3) **Prejudice and Attitudes:** What feelings of isolation do staff feel could be created if a person discloses that they are carrying the virus? Could there be any personal or professional obstacles to the acceptance of this situation?

4) **Classroom Practice:** What problems could arise during teaching practice?
What potential risks could arise?

Further workshops were formed to look at the need for practical solutions to points raised in the previous session, looking particularly at the implications for teaching PSE (Personal and Social Education) and the effects on future curriculum development.

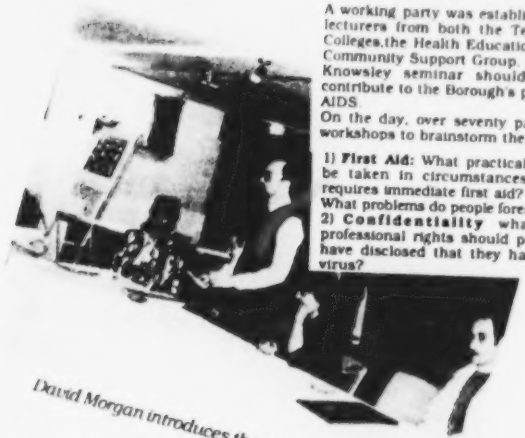
The findings and recommendations made by the seventy participants have yet still to be collated and disseminated and the working party has offered to do this.

Most people attending the day felt that the Seminar was important because the views and feelings of the ground-workers would be taken into account by the Borough concerning practical problems when making its policy.

Our thanks must go to the Wirral AIDS Support members for their contribution to the day and to Kevin Dunn for his practical help and information on how policies have been drawn up elsewhere and for his offer to help the working party should they request it.

Thanks must also go to Dr Peter Carey and Gary Cartoll, to St. Helen's and Knowsley Health Education Unit, and to the working party:-

Pat King (Education Department), Phil Bain (Health Education Unit), Malcolm Piper (Kirkby College), Adrian Gorman (Kirkby Community Support Group), Jean Savourt and Tony Thomas (Knowsley Central Tertiary College).



David Morgan introduces the aims of the AIDS seminar

FROM LITTLE ACORNS.....

THE SUCCESSFUL four-day Counselling Skills Course held in October 1986, was so encouraging that we decided to repeat it this year.

The first of the four days was held at the Golden Eagle Hotel, Kirkby, on Saturday June 13, followed by a weekend at the Fernlea Hotel, Lytham St. Anne's June 26-28.

An ever-widening Network meant that we had received applications for the Course from many new agencies such as the local Job Centres and Housing Offices. Applications were also sent in from YTS and CP agencies such as KCRU, CPMA and KCEA.

Unfortunately, the restriction to twenty eight places meant that several applicants to the Course had to be disappointed.

The Course Tutor is Jean Little who works in Kirkby as a Marital Help Counsellor and she is assisted by Pauline Burrows, one of her volunteers. Jean's approach to counselling is so informative and relaxed that it was only to be expected that by the end of the first day, people were making the following comments.

"I'm extremely pleased with the content of the day and I'm looking forward to the weekend."

"I've done a small amount of counselling in the past but I have not gained much insight until today."

"It's not what I expected and I have been pleasantly surprised looking forward to the weekend".

"I feel the Course met its objectives. It has content and positive experience."

"It was a really enjoyable day. Hopeful taught me how to respond more positive

Our thanks must go to the staff at t Eagle, whose friendly, courteous a service also complemented the day.

STOCKBRIDGE NETWORK

by R. P. Randall

Eighteen months ago, as a 'new' headteacher in the Hillside Avenue area of Huyton, I called a meeting at my school, Stockbridge C.P., for all agencies supporting the schools catchment area. It seemed to me that not only did I not know who else was working with children, other people working with children and their families in the area did not know each other either.

At the first meeting in 1985 a group met including representatives from Social Services, the Schools Governing Body, Health Visitors, Education Welfare Officers, Teachers, Schools Psychological Service, Local Community Groups and the Church.

At this first meeting, we had the opportunity to introduce outselves and to explain our respective roles. Some of those introductions were very fruitful.

Last November, we held a second meeting largely because of personnel changes in the agencies involved. The meeting followed the same pattern and included representations from the agencies who came to the first meeting and others who were interested.

At that meeting we decided to meet fairly regularly to exchange ideas and clarify developments in our own areas. As a group we feel that we can probably work more effectively the advantage of the children and families in the area if we help and support each other.

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Objectives

The objects for which the **Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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